A permanent exchange of information is crucial to the success of all development cooperation projects. The cooperating partners on their part requested EI to provide more guidance towards cooperating unions and to provide assistance to solve internal or political issues. Both groups agreed to foster a regional approach and to assess new models such as consortium within the development cooperation relationships.

Mutual respect as a responsibility of all participants was underscored.

The meeting was very successful in providing a forum to exchange important information on current situations in the different regions and in terms of clarifying the roles of cooperating partners and thus facilitating development cooperation relationships.

This year’s annual Development Cooperation Meeting will be held on 13 and 14 December, 2007, in Brussels. We look forward to seeing you there!

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**Agenda for 5th EI World Congress, 22 – 26 July 2007**

**22/07**
- 09.00 – 12.30  Women’s Caucus
- 14.00 – 17.30  Higher Education Caucus – Plenary II
- 16.00 – 17.30  Breakout Sessions

**23/07**
- 09.00 – 10.30  Breakout Sessions
- 11.30 – 13.15  Breakout Sessions
- 14.00 – 15.15  Breakout Sessions
- 16.00 – 17.30  Breakout Sessions

**24/07**
- 09.00 – 12.30  LGBT Caucus
- 17.30 – 19.15  Reception – International Caucus

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**Development Cooperation Bulletin**

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**A Life changing experience: EI Tsunami Student Tour**

120 students and their teachers from EI member organisations – AlOb (the Netherlands), JUT (Japan), AEU (Australia) and NASUWT and NUT (UK) – accepted EI’s invitation to participate in the EI Tsunami Student Tour to Aceh, Indonesia from 19 – 24 February 2007.

Aceh is the region that was hit hardest by the tsunami triggered by the Indian Ocean Earthquake in 2004. Immediately after the disaster EI established a special tsunami solidarity fund and launched an urgent action appeal inviting its member organisations to contribute. The response was immense, not only from EI affiliates, but also from individual schools and teachers. Many students from EI member organisations organised special fund raising activities within their schools to collect money which they donated to this fund.

The purpose of the tour was to inform the participating students and member organisations of the progress of EI’s programme “Rebuilding Arch through Education for All”. Another purpose was to develop links between participants of the EI Tsunami Student Tour and encourage affiliates to develop further initiatives in pursuit of education and humanitarian aims.

The number of people who died in Aceh after the tsunami is even two years after the disaster not entirely clear. The figures vary between 150,000 and 230,000. More than 115,000 houses were completely destroyed, 1,642 schools were affected, of which 764 were completely destroyed and 199 sustained major damages. Among the victims were 2,300 teachers. The tsunami wiped out whole generation of teachers and thus 15 – 20 years of teaching experience.

These findings laid the basis for the rehabilitation and reconstruction programme Education International started in this region in cooperation with UNICEF, UNESCO, UNHCR and the school authorities.

The programme comprises:
- Renovation of 28 elementary schools that had been completely destroyed;
- Supply of necessary furniture and other equipment for the reconstructed schools;
- Provision of in-service teacher training, especially in the new curricula;
- Implementation of short term courses to overcome shortage of teachers in specific subjects;
- Provision of scholarships to about 4,000 pupils over a period of 2 years;
- Provision of counseling and specialized training to returning teachers so that they can cope with the trauma and also counsel their students in overcoming trauma.

To date, 21 schools have been completed. The remaining 7 schools will be completed by the end of May. EI constructed schools are acknowledged by the community and the Indonesian Reconstruction and Rehabilitation Agency (BRR) as being the model for other organisations. These schools are student friendly. Each school includes six classrooms, a library, prayer room, staffroom, and principal’s office, and is complete with furniture and computers. Each school is built to withstand earthquakes.

Furthermore, 400 newly appointed teachers have participated in a 6 day pre-service teacher training programme. From 230 targeted teachers 318 received training on trauma counselling. Out of 4,000 students 25% have already been granted a scholarship which allows orphans and other seriously affected children to attend school, where they would otherwise be unable to do so.

The BRR has expressed its gratitude to EI and Oxfam/Novib for the remarkable results and the positive impact of the entire project, which can largely be attributed to the work of EI’s project coordinator in Arch, Mr. Remco van der Aa, and Ms. Lina, EI’s Regional Coordinator in Asia Pacific, who headed the tour.

The determination of EI to focus on reconstructing public elementary schools was a critical step in the pursuit of the commitment to achieve education for all by 2015. The commitment to provide free, basic quality education to all children is best advanced through increasing the access to public primary school.

The tour exceeded the expectations of all participants and was seen by many as a life-changing experience. It not only raised awareness among the participants of the whole situation in Aceh, but also served as an opportunity for us to learn from the difficulties, and poverty, but it also showed the hope that could be made possible for schools provide for students and the communities. The school is indeed at the heart of the community. The tour also included visits to the barracks where tsunami victims are still living, a meeting with the BRR, cultural visits, and visits to baptismal affected areas and the housing reconstruction sites.

In the view of all student tour host has provided an opportunity for young people to voice at first hand the beneficial impact which well-planned, well-organized assistance based on collaboration and cooperation between people can have, even in the most difficult circumstances. The tour has also opened the door for further cooperation among the schools, students and teachers. It was therefore a great success.
There was overwhelming consensus that:

- The conference agreed on the need for a clear policy perspective on cooperation; about synergy; about outcomes; about culture laden. Development cooperation is therefore value laden, not symbiotic relationship. Development cooperation should create real conditions for synergy; about outcomes; about sustainability and real viability;

- They have provided the lever for change in a number of countries. Notwithstanding, much more needs to be done in instituting good governance in the administration and operation of some of the unions through democratic structures and practices, an institutionalized system of transparency and accountability to their members. Teachers helping teachers - the strong helping the weak - each for All and All for Faith are the cornerstone of our work in the trade union movement.

- There should be improved coordination of the cooperating organisations in order to avoid duplication and waste of resources;

- Effective communication with all parties is an essential prerequisite for success;

- The need for regular consultations between all parties cannot be over emphasised;

- All parties must see regular consultations in the DC activities and at all levels should hold regular consultations;

- We must maintain the three pronged development strategy of Bi-lateral, Multi-lateral and Consortium approach.

- Priority areas for Development Cooperation in Africa:
  - Basic Trade Union Membership Education
  - Union Building – Recruitment and Retention of members, Revising Structures and Modes of Operations and Unity
  - Professional Development through Policy Development, Policy Analysis, In-service Training, Development of Teaching and Learning Materials.
  - Skills Development – Communication, Campaign, Leadership, Team building, Organising, Adult Learning, Management, Entrepreneurial, ICT, Advocacy etc.
  - Gender and Youth Empowerment
  - Research
  - Human and Trade Union Rights
  - Education for All
  - HIV and AIDS
  - Institutional Support

The El Africa regional conference, convened in Cairo, Egypt from the 26th to 31st January 2007 had as one of its break away sessions, Development Cooperation. Several cooperating organisations from the north participated in the meeting recognising fully that it was one of the cardinal activities of El member organisations. It was the general consensus that Development Cooperation is an inescapable aspect of El’s work and that its indomitable role in strengthening and sometimes uniting unions cannot be over emphasised.

It has been an opportunity for those with the comparative advantage in education, in unions, in economics to share and show solidarity with those that are less advantaged.

At the same time, it has been an opportunity for the advantages to learn from those on the disadvantages – a reciprocal if not symbiotic relationship. Development Cooperation Co-operation is therefore value laden, culture laden. Development cooperation, therefore is about people; about process; about outcome; about poverty; about working together and above all about solidarity.

The conference agreed on the need for a clear policy perspective on development cooperation in Africa, conceived, agreed and respected by all. Such a policy should address short and long term measurable goals. There was overwhelming consensus that:

- All should address the organisational needs of the unions based on clear assessment of such needs. Identifying these organisational challenges should be undertaken with the full involvement of grass root members;

- El should reduce rather than accentuate dependence. It should assist in accelerating unions from dependency to self-reliance, sustainability and real viability;

- It should lead to concrete outcomes that are measurable and verifiable;

- Respect for the cultural practices of each other should be extended;

- Working method should appeal to all parties;

- Corruption transparency and accountability must be the watchword;

- Cooperation agreements where they exist, should define the rights and responsibilities of all actors;

- Bench marks or a barometer of success should be designed so that we can commence a realistic classification of unions as developed, developing underdeveloped, under-developing, stagnating or in transition;

- We must look for an equal and fair distribution of the DC programs, especially by focusing in some of the less “attractive” countries or unions in the region;

- Finance should not be the only link between DC partners; Development Cooperation should create real conditions for ownership and responsibility;

- Internal and external monitoring and evaluation should be guaranteed; and

- The notion of what constitutes interference should be addressed.

There is the need to strengthen the capacity of the cooperating unions to develop and implement cooperation programmes and influencing legislation at both national and regional level. This in turn requires increasing the participation of grassroots members in the development of the professional and employment policies of education unions.

Participants also focused on the impact of cooperation between Utdanningsforbundet (Norway) and several unions in the Latin American region. The assessment was based on three central aims of cooperation: to develop programmes aimed at strengthening education unions and independent from any kind of external political, social, economic or religious influence; to ensure that unions function autonomously in conducting relations with employers’ associations and other similar organisations; and, last but not least, provide unions with adequate financial and economic resources of their own, mainly by recruiting more members and securing payment of membership fees. One key aim of the discussion was to determine whether the participating unions in these cooperation programmes had achieved a greater degree of autonomy and financial self-reliance.

Overall, participants in the meeting agreed on a number of recommendations to develop cooperation in the region:

- Take all necessary steps to promote cooperation processes aimed specifically at developing strategic projects with a long-term perspective;

- Ensure that these processes are geared to strengthening teachers’ organisations’ structures as well as strengthening and improving the coordination of union action at regional level;

- Promote and strengthen cooperation between unions in the region;

- Continue to analyse and reflect on this process in order to establish mechanisms to ensure effective coordination and avoid duplication of effort;

- Contribute – as a central objective of cooperation relations – to building the capacity of education unions to develop and implement effective policies to achieve a quality education system and uphold the rights of teachers and education workers.

The El annual Development Cooperation Meeting was held in Brussels on 9 and 10 November 2006, with 29 representatives from 17 cooperating organisations together with staff from both the El Head Office and all regional offices attending.

The main focus of the meeting was to discuss the concept of Development Cooperation with the participating organisations and to evaluate whether the current concept still provides an effective response to the needs of the participating unions and the participating unions in these cooperation programmes had achieved a greater degree of autonomy and financial self-reliance.